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ABSTRACT

The first in a series of program documents from the Mississippi State Department of Education, this document describes, in an overview, the purpose of the reading improvement program: to provide primary grade teachers with support--assistant teachers--that strengthens instructional processes, especially in reading, on a daily basis. The document also discusses legislation concerning the Mississippi Reading Improvement Program, criteria for the selection of assistant teachers, program application procedures and processes, and the time line for the development and delivery of reading program components. The appendixes include a reading proficiency test; a language arts proficiency test; methods for determining oral reading proficiency; criteria for assessing proficiency in writing skills; a proofreading test containing the test copy, the correct test copy, and a corrected test copy; a description of the role of the assistant teacher that includes the duties and responsibilities of the position; and a program application form. (EL)

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MISSISSIPPI STATE DEPARTMENT OF EDUCATION GUIDELINES FOR THE MISSISSIPPI READING IMPROVEMENT PROGRAM

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The Division of Instruction
Mississippi State Department
of Education

April, 1983

CS 008 138

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Mississippi State Department of Education Guidelines
For the Mississippi Reading Improvement Program

Overview

The purpose of the Mississippi Reading Improvement Program is to provide, to the classroom teacher, a primary grade level support structure which strengthens the instructional processes on a daily basis. The support provided to the classroom teacher in the first three grades is an assistant teacher. The concepts upon which this program are based should not be confused with a traditional teacher-aide program. The success of this program will largely depend upon a strong working relationship among the school district administrative staff, the elementary principals, the classroom teachers, and the assistant teachers. The elementary principal will work on coordinating the program within the district operational policies. The classroom teacher and the assistant teacher must understand their respective roles and complement each other in providing instructional activities. In order for the elementary principal, classroom teachers, and assistant teachers to understand fully the various roles each fulfills, an organized short and long term staff development program must be implemented. This training program must be geared to all three groups at the building level.

The effectiveness of an assistant teacher in the classroom has been demonstrated as a successful approach for increasing the basic skills capabilities of primary level students. Whereas the primary focus of this program is centered upon increasing the level of student performance in the reading skills areas, the assistant teacher should be an instructional resource in all the basic skills areas.

These guidelines are the first in a series of program documents which the State Department of Education will publish to address the technical aspects necessary to formulate a successful assistant teacher program for improving the basic skills of students. Like most successful programs, this program must begin with basics such as: organization, planning, and initial implementation. If the pre-program planning is well designed then successful beginning experiences can be built upon in establishing a fully-functional program in the future. These initial guidelines will, therefore, address administrative aspects of establishing a Reading Improvement Program.

In this program the administrator should first know:

1. The details of the law under which the program exists
2. The criteria for the selection of assistant teachers
3. The regulations for writing the application to be submitted to the State Department of Education
4. The time line for the development and delivery of program publications by the State Department of Education to the local school districts

The above components will be included in this first document.

Critical program components to be addressed in forthcoming publications are:

1. Program orientation training
2. Responsibilities of the principal
3. Training teachers in the effective use of assistant teachers
4. Training assistant teachers in the instructional roles that they perform
5. Components of a basic skills program
6. Community and parent involvement
7. Evaluating the effectiveness of the program and staff
8. Standardized testing program

A State Advisory Committee was established to provide input to the construction of this plan of action to ensure the practicality of the program and the probability of successful implementation of the program at the local level. Future publications will also be developed with input from the State Advisory Committee.

Legislation

The following paragraphs contain the section of the Mississippi Education Reform Act of 1982 which specifies the Mississippi Reading Improvement Program.

> "Paragraphs (a), (b), (c) and (d) of this subsection shall be referred to as the Mississippi Reading Improvement Program, the purpose of which shall be to provide an early childhood education program that assists in the instruction of basic skills. The State Board of Education is hereby authorized, empowered and directed to implement a statewide system of assistant reading instructors in the first, second, and third grades.
>
> The program shall be implemented in phases over a period of three (3) years. Beginning with the 1983-1984 school year, there shall be one (1) assistant reading instructor assigned to each first-grade class within the State of Mississippi. Such assistant reading instructor shall assist pupils in actual instruction under the strict supervision of a certified teacher. Beginning with the 1984-85 school year, there shall be one (1) assistant reading instructor assigned to each first- and second-grade class within the State of Mississippi. Beginning with the 1985-1986 school year, there shall be one (1) assistant reading instructor assigned to each first-, second-, and third-grade class within the State of Mississippi.
>
> Assistant Reading instructors shall have, at the minimum, a high school diploma and shall show demonstrable proficiency in reading and writing skills.
>
> In order to receive funding, each school district shall:
> 1. Submit a plan on the implementation of a reading improvement program to the State Department of Education; and
> 2. Develop a plan of educational accountability and assessment of performance for reading in Grades One through Six.
>
> Additionally, each school district shall:
> 1. Implement an annual orientation session emphasizing program goals;
> 2. Hold periodic workshops for teachers on the effective use of assistant reading instructors;
> 3. Provide training annually on specific instructional skills for assistant reading instructors;
> 4. Annually evaluate its program in accordance with its educational accountability and assessment of performance plan; and
> 5. Designate the necessary personnel to supervise and report on its program.

The State Department of Education shall:

1. Develop and assist in the implementation of a statewide uniform training program for teachers and assistant reading instructors;
2. Annually evaluate the program through the use of an acceptable standardized testing system; and
3. Promulgate rules, regulations, and such other standards deemed necessary to effectuate the purposes of this subsection.

Beginning with the 1983-1984 school year, in addition to other funds allotted under the minimum education program, each school district shall be allotted five thousand five hundred dollars ($5,500.00) per teacher unit as prescribed in Section 37-19-5 for grade one for the purpose of employing an assistant reading instructor. Beginning with the 1984-1985 school year, each school district shall be allotted five thousand five hundred dollars ($5,500.00) per teacher unit for grades one and two. Beginning with the 1985-1986 school year, each school district shall be allotted five thousand five hundred dollars ($5,500.00) per teacher unit for grades one, two, and three. Funds allotted to school districts under subsection (2) of this section shall be utilized exclusively for the compensation of assistant reading instructors. If any school district shall improperly utilize the funds provided in this subsection, the exact amount so utilized shall be reimbursed to the State Department of Education."*

Criteria for the Selection of Assistant Teachers

One of the most important tasks performed by school administrators related to the success of the Reading Improvement Program in their schools is the selection (employing) of the assistant teachers. If inappropriate people are employed as assistant teachers, all of the program planning, training activities, and program implementation strategies will be of little practical value. Selection criteria leading to the employment of capable individuals in the role of an assistant teacher should, therefore, be carefully thought out and applied.

The legislation specifies that assistant teachers employed in this program "shall have, at the minimum, a high school diploma and shall show demonstrable proficiency in reading and writing skills." The legislation further states that "the State Department of Education shall ...promulgate rules, regulations and such standards deemed necessary to effectuate the purposes of this subsection." Based upon this mandate the following criteria for the selection of assistant teachers in the Mississippi Reading Improvement Program have been established.

Required selection criteria. The following list specifies the assistant teacher selection criteria which should be applied by the school district.

1. Each school district shall have in an employed applicant's file a documented passing score on a written reading test as established by the State Department of Education. (See Appendix A)
2. Each school district shall have in an employed applicant's file a documented passing score on language arts proficiency test (grammar and mechanics) as established by the State Department of Education. (See Appendix B)

*Taken from the Mississippi Education Reform Act of 1982.

3. Each school district shall attest that the applicant successfully demonstrated oral reading proficiency. (See Appendix C)
4. Each school district shall have in an employed applicant's file a hand written composition composed under the supervision of a designated school official. This composition must be checked for literacy. (See Appendix D)
5. Each school district shall have in an employed applicant's file an example of the applicant's proofreading ability which was approved by a designated school official. (See Appendix E)
6. Each school district shall have in an employed applicant's file a signed assurance that a summary listing of the assistant teacher's role and expectations had been reviewed. (See Appendix F)
7. Each school district shall have in an employed applicant's file documentation of his/her high school diploma or equivalent.

Suggested selection criteria and screening processes. The following are suggested criteria or processes which might be used in screening prospective applicants for the assistant teacher position:

1. The first, second, and third grade teachers should be used in helping select their assistant teacher. Any process which identifies appropriate characteristics in applicants to match them with specific personality traits of teachers would be beneficial. The amount of productivity achieved by the team approach of instruction is dependent upon a strong relationship between the classroom teacher and the assistant teacher.
2. The process for receiving applicants should be consistent with other positions in the school district.
3. The structured interview process for obtaining information which could be used in rating an applicant's probability of success in the program might be useful as a screening device. The structured interview would be built around predetermined questions which could be rated by the interviewer.
4. The additional years of formal education, training, or experience an applicant has beyond the high school degree could be criteria to be considered in the selection process.

In conclusion, the best processes and procedures used in employing assistant teachers may be worth the time and effort required to avoid the expenditure of greater time and effort later.

Program Application Procedures and Processes

The initial implementation phase of this program begins in the fall semester of 1983. Because of the short time period for implementing this program the required plan to be submitted to the State Department of Education will consist of two phases: Phase One to be completed by June 1, 1983, and Phase Two to be completed by May 1, 1984.

Phase One of the school district plan. Phase One of the required plan for program approval for the 1983-1984 school year will consist of submitting a completed Application Form with assurances. Appendix G contains a copy of the application form and assurances. These documents are to be submitted for approval by June 1, 1983. Upon approval by the designated staff of the State Department of Education, the school district superintendent will be notified of one year's funding to be extended only upon the approval of Phase Two.

Phase Two of the school district plan. A final plan for implementing the program shall be submitted by May 1, 1984. Guidelines for writing this plan will be disseminated in the fall of 1983. Upon review by the desigrated staff in the State Department of Education, the plan will be either (1) approved for funding, or (2) negotiated for appropriate revisions, and then funded. Funding in subsequent years will be based upon monitoring and program auditing. Necessary program amendment processes will be developed.

The Time Line for the Development and Delivery of Reading Improvement Program Components

Target dates set by the State Department of Education for the delivery of needed program information:

1. By April 11, 1983, a series of nine regional workshops will be initiated to inform school district staff (coordinators, principals, and others) of program orientation and the roles of principals, teachers, and assistant teachers.
2. At the nine regional workshops each elementary school in a district will be provided a "Training Packet," containing information pertaining to:
   a. An orientation training program
   b. The principal's roles and responsibilities
   c. Materials for a staff development program to train teachers in the effective use of an assistant teacher
   d. Materials for a staff development program to train assistant teachers in providing instructional help to students under the guidance and supervision of a teacher
3. By October, 1983, a second series of nine regional workshops will be implemented to strengthen the program training components.
4. At the second series of nine regional workshops each elementary school will be provided publications addressing the following topics:
   a. Advanced training techniques for teachers in supervising an assistant teacher
   b. Advanced training techniques for assistant teachers in providing instructional help to students under the guidance and supervision of a teacher
   c. Community and parental involvement
   d. Components of a basic skills program
   e. A structured evaluation program to measure program effectiveness
   f. A staff evaluation program
   g. Implementation and use of a standardized testing program
   h. Guidelines for the final plan for the Mississippi Reading Improvement Program to be completed by May 1, 1984.

The following is a time line for a school district to consider for the development and implementation of the Reading Improvement Program:

1. April 1983 - appoint a Reading Improvement Program coordinator for the school district and carefully review the program guideline document
2. April 1983 - designate staff to attend one of the nine regional workshops
3. May 1983 - begin employment activities for assistant teachers
4. May 1983 - coordinator and elementary principals plan the orientation program
5. June 1983 - submit program application and signed set of assurances

6. July 1983 - plan staff development program for teacher and assistant teachers and set schedules
7. August 1983 - conduct orientation program and begin program implementation
8. September 1983 - hold frequent teacher/assistant teacher staff meetings to initiate program smoothly
9. October 1983 - designate staff to attend one of the second series of nine regional workshops
10. October 1983 - review materials obtained at regional workshops and begin planned staff development program
11. November 1983 - begin writing of the school district plan for the Reading Improvement Program
12. December 1983 and January 1984 - complete the evaluation program for the Reading Improvement Program
13. April 1984 - begin employment activities for second grade assistant teachers
14. April 1984 - implement the evaluation program
15. May 1, 1984 - submit the completed plan for the Reading Improvement Program to the State Department of Education
16. June 1984 - prepare and submit required reports on program to the State Department of Education

APPENDIX A

STANDARDIZED READING PROFICIENCY TEST

The eighth grade California Achievement Test (Test 1: Reading Vocabulary and Test 2: Reading Comprehension) shall be used as the reading proficiency test for the selection of assistant teachers in the Reading Improvement Program. The minimum score of 536 on the Total Reading has been established as the standard.

The practical reasons for ultimately selecting this instrument are as follows:

1. This test has been administered on a statewide basis to Mississippi students for more than a decade and considerable data exists to substantiate its validity and reliability.

2. This test already exists in all the Mississippi public school districts.

3. The school district has staff experienced in administering and scoring this test.

Both the Reading Vocabulary Test and the Reading Comprehension Test will be given to the applicant to measure her reading proficiency. A raw score for these two tests should be obtained. Using the raw score enter Table 5 "Raw Score to Scale Score" under the subheading "Reading" and the column labeled "Total Read" to convert the raw score to a scale score. (See Table 5, page A2) A raw score of 35 will convert to a scale score on the Total Reading of 536. This is the minimum standard.

NOTE: Consider using the best qualified testing person in the district for administering the five proficiency tests. A procedure could be developed for administering all the tests in controlled conditions to all screened applicants at one time.

Level 18

Table 5
RAW SCORE TO SCALE SCORE

Raw Score	Scale Scores												Raw Score
	Reading			Spell	Language			Mathematics			Total Battery	Refer Skills	
	Read Vocab	Read Comp	Total Read		Lang Mech	Lang Expr	Total Lang	Comput	Concepts & Applic	Total Math			
0	261	254	234	261	271	236	216	218	258	211	179	265	0
1	303	276	243	307	311	252	223	252	282	224	180	302	1
2	339	299	253	345	345	270	233	283	304	237	182	335	2
3	370	320	264	377	374	288	243	310	326	250	183	362	3
4	397	340	276	405	398	306	255	334	345	263	185	386	4
5	421	359	289	430	419	325	267	355	364	276	187	406	5
6	441	377	302	452	436	343	280	374	381	288	190	423	6
7	459	394	315	474	451	360	293	391	397	300	192	438	7
8	475	409	328	495	464	376	307	407	411	312	195	450	8
9	488	423	341	515	476	392	320	421	424	324	198	461	9
10	501	436	353	536	487	407	333	435	437	335	201	471	10
11	512	448	366	557	498	421	345	447	448	346	205	480	11
12	522	459	378	577	509	434	358	458	458	357	208	488	12
13	532	469	389	598	520	446	369	469	468	367	212	495	13
14	541	478	400	618	531	458	381	480	477	376	215	503	14
15	549	487	410	639	543	469	392	490	485	386	219	510	15
16	557	496	420	661	556	479	402	500	493	394	223	518	16
17	565	504	430	685	570	489	411	509	501	403	227	527	17
18	573	512	439	713	584	498	421	519	508	411	231	538	18
19	580	520	447	748	601	507	429	528	515	419	235	550	19
20	587	528	455	793	619	516	437	536	522	426	239	567	20
21	594	535	463		639	524	445	545	528	433	244	587	21
22	601	543	470		664	533	452	553	535	440	248	614	22
23	609	551	476		693	541	459	561	541	446	252	648	23
24	618	559	483		728	550	465	568	547	452	257	692	24
25	628	567	488		773	558	471	575	554	458	261	749	25
26	640	576	494			568	477	582	560	464	266		26
27	656	584	499			577	483	589	566	469	270		27
28	676	594	505			588	488	595	572	474	275		28
29	701	603	509			599	493	602	578	479	279		29
30	733	613	514			611	498	608	584	484	283		30
31		624	519			624	504	615	591	488	288		31
32		637	523			639	508	623	597	493	292		32
33		650	528			656	513	631	604	497	297		33
34		665	532			675	518	641	611	501	301		34
35		683	536			698	523	652	618	506	306		35
36		703	541			723	529	667	627	510	310		36
37		727	545			752	534	684	636	514	315		37
38		755	549			787	539	706	646	518	319		38
39		789	553				544	733	658	521	323		39
40		829	558				550	766	671	525	327		40
41			562				556		687	529	332		41
42			566				561		706	533	336		42
43			570				567		729	537	340		43
44			574				573		756	540	344		44
45			579				580		787	544	348		45
46			583				587			548	352		46
47			587				593			551	356		47
48			591				601			555	360		48
49			595				608			559	364		49
50			600				616			562	368		50

Raw Score	Scale Scores				Raw Score
	Total Read	Total Lang	Total Math	Total Battery	
51	604	625	566	371	51
52	609	634	569	375	52
53	613	644	573	379	53
54	618	655	576	382	54
55	623	667	579	386	55
56	629	680	583	389	56
57	634	694	586	393	57
58	641	710	589	396	58
59	648	727	593	399	59
60	656	747	596	403	60
61	665	769	599	406	61
62	675	794	602	409	62
63	686	822	606	412	63
64	699		609	415	64
65	714		613	418	65
66	731		616	421	66
67	751		620	424	67
68	774		624	426	68
69	800		628	429	69
70	830		632	432	70
71			637	434	71
72			643	437	72
73			648	439	73
74			655	442	74
75			662	444	75
76			670	447	76
77			679	449	77
78			689	451	78
79			701	453	79
80			713	456	80
81			728	458	81
82			744	460	82
83			762	462	83
84			783	464	84
85			806	466	85
86				468	86
87				470	87
88				472	88
89				473	89
90				475	90
91				477	91
92				479	92
93				481	93
94				482	94
95				484	95
96				486	96
97				487	97
98				489	98
99				490	99
100				492	100
101				494	101

*Information taken from the California Achievement Tests: Norm Tables, Level 18, Forms C and D, pages 16 and 17.

A-2

APPENDIX B

STANDARDIZED LANGUAGE ARTS PROFICIENCY TEST

The eighth grade California Achievement Test (Test 4: Language Mechanics and Test 5: Language Expression) shall be used as the Language Arts proficiency test for the selection of assistant teachers in the Reading Improvement Program. The minimum score of 550 on the Total Language was set as the standard.

The practical reasons for ultimately selecting this instrument are as follows:

1. This test has been administered on a statewide basis to Mississippi students for more than a decade and considerable data exists to substantiate its validity and reliability.

2. This test already exists in all the Mississippi public school districts.

3. The school district has staff experienced in administering and scoring this test.

Both the Language Mechanics Test and the Language Expression Test will be given to the applicant to measure language arts proficiency. A raw score for these two tests should be obtained. Using the raw score enter Table 5 "Raw Score to Scale Score" under the subheading "Language" and the column labeled "Total Lang" to convert the raw score to a scale score. (See Table 5, page B-2) A raw score of 40 will convert to a scale score on the Total Language of 550. This is the minimum standard.

NOTE: Between the "Reading Sections" and the "Language Arts Sections" of the California Achievement Tests is the Spelling Test. This is not a required selection criterion for the assistant teacher position, but consideration might be given to having the applicant take this test since it is available. The mean score on this test is a raw score of 10 and a scale score of 536.

B-2

Level 18

Table 5
RAW SCORE TO SCALE SCORE

Raw Score	Scale Scores												Raw Score
	Reading				Language			Mathematics					
	Read Vocab	Read Comp	Total Read	Spell	Lang Mech	Lang Expr	Total Lang	Comput	Concepts & Applic	Total Math	Total Battery	Refer Skills	
0	261	254	234	261	271	236	216	218	258	211	179	265	0
1	303	276	243	307	311	252	223	252	282	224	180	302	1
2	339	299	253	345	345	270	233	283	304	237	182	335	2
3	370	320	264	377	374	288	243	310	326	250	183	362	3
4	397	340	276	405	398	306	255	334	345	263	185	386	4
5	421	359	289	430	419	325	267	355	364	276	187	406	5
6	441	377	302	452	436	343	280	374	381	288	190	423	6
7	459	394	315	474	451	360	293	391	397	300	192	438	7
8	475	409	328	495	464	376	307	407	411	312	195	450	8
9	488	423	341	515	476	392	320	421	424	324	198	461	9
10	501	436	353	536	487	407	333	435	437	335	201	471	10
11	512	448	366	557	498	421	345	447	448	346	205	480	11
12	522	459	378	577	509	434	358	458	458	357	208	488	12
13	532	469	389	598	520	446	369	469	468	367	212	495	13
14	541	478	400	618	531	458	381	480	477	376	215	503	14
15	549	487	410	639	543	469	392	490	485	386	219	510	15
16	557	496	420	661	556	479	402	500	493	394	223	518	16
17	565	504	430	685	570	489	411	509	501	403	227	527	17
18	573	512	439	713	584	498	421	519	508	411	231	538	18
19	580	520	447	748	601	507	429	528	515	419	235	550	19
20	587	528	455	793	619	516	437	536	522	426	239	567	20
21	594	535	463		639	524	445	545	528	433	244	587	21
22	601	543	470		664	533	452	553	535	440	248	614	22
23	609	551	476		693	541	459	561	541	446	252	648	23
24	618	559	483		728	550	465	568	547	452	257	692	24
25	628	567	488		773	558	471	575	554	458	261	749	25
26	640	576	494			568	477	582	560	464	266		26
27	656	584	499			577	483	589	566	469	270		27
28	676	594	505			588	488	595	572	474	275		28
29	701	603	509			599	493	602	578	479	279		29
30	733	613	514			611	498	608	584	484	283		30
31		624	519			624	504	615	591	488	288		31
32		637	523			639	508	623	597	493	292		32
33		650	528			656	513	631	604	497	297		33
34		665	532			675	518	641	611	501	301		34
35		683	536			698	523	652	618	506	306		35
36		703	541			723	529	667	627	510	310		36
37		727	545			752	534	684	636	514	315		37
38		755	549			787	539	706	646	518	319		38
39		789	553				544	733	658	521	323		39
40		829	558				550	766	671	525	327		40
41			562				556		687	529	332		41
42			566				561		706	533	336		42
43			570				567		729	537	340		43
44			574				573		756	540	344		44
45			579				580		787	544	348		45
46			583				587			548	352		46
47			587				593			551	356		47
48			591				601			555	360		48
49			595				608			559	364		49
50			600				616			562	368		50

Raw Score	Scale Scores				Raw Score
	Total Read	Total Lang	Total Math	Total Battery	
51	604	625	566	371	51
52	609	634	569	375	52
53	613	644	573	379	53
54	618	655	576	382	54
55	623	667	579	386	55
56	629	680	583	389	56
57	634	694	586	393	57
58	641	710	589	396	58
59	648	727	593	399	59
60	656	747	596	403	60
61	665	769	599	406	61
62	675	794	602	409	62
63	686	822	606	412	63
64	699		609	415	64
65	714		613	418	65
66	731		616	421	66
67	751		620	424	67
68	774		624	426	68
69	800		628	429	69
70	830		632	432	70
71			637	434	71
72			643	437	72
73			648	439	73
74			655	442	74
75			662	444	75
76			670	447	76
77			679	449	77
78			689	451	78
79			701	453	79
80			713	456	80
81			728	458	81
82			744	460	82
83			762	462	83
84			783	464	84
85			806	466	85
86				468	86
87				470	87
88				472	88
89				473	89
90				475	90
91				477	91
92				479	92
93				481	93
94				482	94
95				484	95
96				486	96
97				487	97
98				489	98
99				490	99
100				492	100
101				494	101

*Information taken from the California Achievement Tests: Norm Tables, Level 18, Forms C and D, pages 16 and 17.

APPENDIX C

ORAL READING PROFICIENCY

The assistant teacher will be involved in listening to individuals and small groups of students read orally and reading orally to individuals and small groups of students. The successful assistant teacher will, therefore, need to be able to read orally in a correct manner to serve as a beneficial role model for students. The oral reading skill should be tested in the selection process. Any prospective applicant who demonstrates the lack of this skill should be screened out of this program.

Determining oral reading skills will be a listening process. A set of characteristics associated with successful oral reading ability should be understood by the evaluator. A few of these major characteristics are as follows:

1. The use of correct pronunciation and phrasing
2. The proper voice intonation to give meaning
3. The oral use of punctuation

The evaluator should clearly understand both the passage the applicant is to read orally and the pre-determined characteristics for which he will listen.

There are several oral reading tests on the market which would assist a district in the selection process. These tests are relatively inexpensive and non-consumable. The system will need only one copy of a test and the manual. The district may want to consider purchasing one of the following tests:

Classroom Reading Inventory. 4th Ed. 1982, by Nicholas Silvaroli (ISBN 0-697-06189-2), William C. Brown & Co., Dubuque, Iowa 52001

Basic Reading Inventory. 2nd Ed., Grades 1-8.
Advanced Reading Inventory. 2nd Ed., Grades 7-College, by Jerry L. Johns, Kendall/Hunt Publishing Co., 2460 Kerper Boulevard, Dubuque, Iowa 52001

APPENDIX D

WRITTEN COMPOSITION

The legislation specifies demonstrable proficiency in writing skills. Each employee must, therefore, have in her personnel file a hand written composition. This composition should be required at the same time the other proficiency tests are given. A topic should be selected which does not require previous technical knowledge. A lengthy piece of written work is not necessary. A well constructed paragraph will suffice.

This composition must be graded by a defined set of criteria. The following are some suggested criteria which might be applied:

1. Sentences begin with a capital
2. Sentences end with correct punctuation
3. Paragraph contains a topic sentence/topic idea
4. Paragraph has all supporting sentences relating to the topic sentence
5. Paragraph ends with a climaxing sentence
6. Sentences are complete (no fragments; comma splice, or run-on sentences)
7. Sentences demonstrate subject and verb agreement
8. Sentences contain correct internal punctuation
9. Words are spelled correctly
10. Writing is legible

A dictionary should be available to the applicant during the writing experience. A system for checking should be established and applied.

APPENDIX E

PROOFREADING TEST

A critical skill that an assistant teacher must posses is the ability to proofread a student's written work and make the valid corrections. A potential problem area for administration could develop, if the assistant teacher incorrectly marks the student's written composition and the parents note the discrepancy.

The following test is to be given to the applicant in the selection process. This passage has in it forty (40) errors. This test was field tested. The average score was nine (9) errors. The standard to use with this test should be that the applicant misses no more than sixteen (16) of the errors.

Three copies of the test are provided on the following pages.

1. Test Copy - this copy contains the errors uncorrected; therefore, this copy can be used for duplication.
2. Correct Test Copy - this copy is written correctly.
3. Corrected Test Copy - this copy contains the errors with the marked corrections.

DIRECTIONS:

Proofread the article very carefully. Mark and correct all errors. Do not change or rearrange any word(s). Review the work several times before turning in a corrected article.

A Restless spirit of long Ago

Taking the road less travel was the choice Robert Frost make over and over all His life An the eye of the world, Frost was A failure. He droped out of Harvard He give up an successful teaching career And were not ables to made a living farming He had a wife and four childrens to suport. Finally, when he was near fourtiy, he move to England where it didnt matter so much if he were poor. There he publish his first poetry and was recognized as an true Poetic Voice. He said "the ripples a teachers make in a lifes' pond never stop!" He also felt the best way to handle housework were to avoid it

Frost wanted his poems to be hard. He wanted them to be precious stone. "The difference between just any pebble and a precious stone is that the pebble shines only when its' wet, and -I want mine to go on shining wet or dry" is one of his famous quote

CORRECT TEST COPY

A Restless Spirit of Long Ago

Taking the road less traveled was the choice Robert Frost made over and over all his life. In the eyes of the world, Frost was a failure. He dropped out of Harvard. He gave up a successful teaching career and was not able to make a living farming. He had a wife and four children to support. Finally, when he was near forty, he moved to England where it didn't matter so much if he were poor. There he published his first poetry and was recognized as a true poetic voice. He said, "The ripples a teacher makes in a life's pond never stop!" He also felt the best way to handle housework was to avoid it.

Frost wanted his poems to be hard. He wanted them to be precious stones. "The difference between just any pebble and a precious stone is that the pebble shines only when it's wet, and I want mine to go on shining wet or dry" is one of his famous quotes.

BEST COPY AVAILABLE

TEST COPY WITH ERRORS MARKED

ERRORS

2 # A Restless Spirit of Long Ago

1 Taking the road less traveled was the
1 choice Robert Frost made over and over all
3 His life. In the eyes of the world, Frost was
3 a failure. He drafted out of Harvard. He
2 gave up an successful teaching career
4 And were not able to made a living
1 farming. He had a wife and four
2 children to support. Finally, when he was near
3 fourty, he moved to England where it didn't
0 matter so much if he were poor. There he
2 published his first poetry and was recognized as
5 an true Poetic Voice. He said, "The ripples a
3 teacher makes in a life's pond never stop!"
0 He also felt the best way to handle
2 housework were to avoid it.

1 Frost wanted his poems to be hard. He
1 wanted them to be precious stones. "The
0 difference between just any pebble and a
1 precious stone is that the pebble shines only
1 when it's wet, and I want mine to go
0 on shining wet or dry" is one of his
2 famous quotes.

40 Total Errors

BEST COPY AVAILABLE

APPENDIX F

ROLE OF ASSISTANT TEACHER

The assistant teacher's role in the classroom should be thoroughly understood by the assistant teacher, the classroom teacher, and the administrators. The time to clarify this role with the applicant is during the selection process. For the protection of the administrative personnel formal documentation of this understanding should exist. This type of document can be of aid in the future, if the person does not perform in the role requested. This document should be an assurance signed by the applicant that the duties and expectations of the position were reviewed. A signed assurance must be in the assistant teacher's personnel file.

The following is an example of the role of the assistant teacher with an assurance:

EXAMPLE:

DUTIES AND RESPONSIBILITIES OF THE ASSISTANT TEACHER

The following are the duties and responsibilities of the assistant teacher in the Reading Improvement Program:

1.0 General Duties and Responsibilities
- 1.1 To be administratively supervised by the building principal
- 1.2 To be directed daily under the supervision of a certified classroom teacher
- 1.3 To attend and actively participate in inservice training programs
- 1.4 To assist as directed in improving students reading skills
- 1.5 To assist as directed in improving students basic skills in other academic areas
- 1.6 To operate within school district policies and procedures
- 1.7 To promote a positive image of the school district program to the public
- 1.8 To be an effective role model for primary grade students
- 1.9 To work harmoniously with staff and students
- 1.10 To contribute to the development and implementation of a successful instructional program

2.0 Duties and Responsibilities with Individual Students
- 2.1 To listen to a student read orally
- 2.2 To listen to a student share experiences (oral expression skills)
- 2.3 To assist students with reading skills problems
- 2.4 To assist student with basic skills problems
- 2.5 To assist student with manual writing skills
- 2.6 To assist student by interpreting directions
- 2.7 To help calm an upset or discouraged student
- 2.8 To assist student with drill or additional instruction
- 2.9 To review student in skills missed through absences
- 2.10 To work with pupils on a fixed daily schedule

3.0 Duties and Responsibilities with Small Groups of Students
- 3.1 To operate audio-visual programs for small groups
- 3.2 To assist in small group sessions with reading skills

3.3 To assist in small group sessions with basic skills
3.4 To tell or read stories to small groups
3.5 To monitor small group discussions and interactions
3.6 To go to the library with small groups of students to help them select reading material

4.0 Clerical Duties and Responsibilities
4.1 To keep records pertaining to books that students read
4.2 To aid in displaying students' work
4.3 To pass out and collect papers
4.4 To assist in preparing stencils, charts, posters, correcting work
4.5 To put work on chalkboard

5.0 Other Duties and Responsibilities
5.1 To assist in planning and conducting field trips
5.2 To assist with room arrangements such as interest centers, regrouping of furniture for group activities
5.3 To supervise independent student study
5.4 To work cooperatively with the classroom teacher in the instructional planning process
5.5 To be present during parent-teacher conferences unless directed otherwise
5.6 To assist the classroom teacher with resource files, student unit packets

The above duties and responsibilities of the assistant teacher were explained and reviewed with me.

_____

Signature of applicant Date

APPENDIX G

PROGRAM APPLICATION FORM AND ASSURANCES

The following pages contain a copy of the Phase One Mississippi Reading Improvement Program Application and Assurances. The official application form will be sent to each school district superintendent of education. The approved submitted signed (1) application form and (2) assurances by the local school district superintendent of education will constitute the Reading Improvement Program authorization for the 1983-1984 fiscal year.

APPLICATION*

FOR

THE MISSISSIPPI READING

IMPROVEMENT PROGRAM

DRAFT

* * * * *

Submit to

Instructional Services
Division of Instruction
State Department of Education
P. O. Box 771
Jackson, MS 39205

* * * * *

_____
From

_____
School District

_____
Address

_____

_____
Date Submitted

SUBMIT ORIGINAL AND ONE COPY

*Note: The official application form will be mailed to the school district superintendent of education.

APPLICATION FOR
THE MISSISSIPPI READING
IMPROVEMENT PROGRAM

1. _____ 2. _____

Project Coordinator Position

3. _____ 4. _____

Address City State Zip Telephone

5. Number of elementary schools with first, second, and/or third grade: _____

6. ☐ Attach a list of the elementary schools counted in line 5 with the Principals name and school address. (Mark box completed)

7. Teacher Positions:

	1980-81	1981-82	1982-83
Grade 1			
Grade 2			
Grade 3			
TOTAL			

Record number of classroom teachers funded by Minimum Program and Local District Maintenance (exclude Special Education and Title I Teachers)

8. Based on the above figures, how many <u>projected</u> assistant teachers will need to be employed for the first grade for the 1983-84 school year? _____ : Of this number what is the <u>projected</u> number that will be allocated under the Minimum Foundation Program? _____

9. A.
Does your school district (or any schools within the district) administer a <u>standardized Reading Readiness Instrument</u> to the incoming first grade students? YES: ____ NO: ____

B.

If 9. A is yes, then specify the instrument administered:

_____

_____

10. Does your school district (or any schools within the school district) <u>test</u> the primary grade level students (1st, 2nd, and/or 3rd grade) with a <u>standardized instrument</u> in the <u>reading area?</u> YES: ____ NO: ____

11. A.
If the answer to question 10 is yes, then what is the name of the instrument used?

_____

_____

B.
Indicate in which grades the instruments are administered and the time of the year the instruments are administered.

	1st grade	2nd grade	3rd grade
Month			

12. ASSURANCES:
The applicant assures compliance with:

1. The purpose of the law to create an early childhood education program to assist in the instruction of basic skills of primary grade level students.

2. The program guidelines, regulations, and standards set forth by the State Department of Education.

3. The required selection criteria to be applied in the employment process of assistant teachers.

4. The prescribed ongoing staff development program for elementary principals, classroom teachers, and assistant teachers.

5. The program evaluation requirements.

6. The fiscal and accounting policies and procedures.

7. The requirements for submitting the final plan for the Reading Improvement Program by May 1, 1984.

8. The regulations of annually submitting the required reports and data pertaining to the Reading Improvement Program.

Certification:

I hereby certify that all facts, figures, and representations, made in this application, including attachments, are true and correct to the best of my knowledge and belief.

_____ _____

Date Signature of Superintendent